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AUTHOR Dinnerstein, Myra; And Others
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ABSTRACT

Suggestions are presented on mainstreaming women's studies in the traditional curriculum. Directors of 17 curriculum projects involved in integrating materials on women into the college curriculum participated in a 3-day conference (Princeton, New Jersey, August 27-30, 1981). The material in the handbook is drawn from the experience of these projects. The document contains eight major sections: (1) Background: The "Mainstreaming" Movement; (2) How to Get Started: Using Current Campus Concerns; (3) How to Attract and Select Faculty Participants: Rewards and Resistance; (4) How to Design A Mainstreaming Project: Examples from the 17 Projects at the SIROW Conference; (5) How to Cope with Resistance; (6) How to Deal with Campus Politics; (7) How to Fund Projects: Funding Projects, Past and Present; and (8) How to Institutionalize Women's Studies Integration: Successful Strategies and Results. Appendices contain the list of participants at the SIROW conference, summaries of the 17 curriculum integration projects, and an annotated list of resources for curriculum integration. (RM)

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Women's Studies, The University of Arizona, Tucson, Arizona 85721, (602) 626-4477

Southwest Institute for Research on Women

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HOW TO INTEGRATE WOMEN'S STUDIES INTO THE TRADITIONAL CURRICULUM

Myra Dinnerstein (University of Arizona)
Sheryl R. O'Donnell (University of North Dakota)
Patricia MacCorquodale (University of Arizona)

Reports from the Seventeen Curriculum Projects Represented at
the SIROW Conference on Curriculum Integration
Princeton, New Jersey

August 27-30, 1981

Sponsored by the Southwest Institute for Research on Women (SIROW)
University of Arizona

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I. BACKGROUND: THE "MAINSTREAMING" MOVEMENT

After more than a decade of pathbreaking activity in developing courses and research on women, the Women's Studies movement is adopting another strategy for reaching its goal of transforming curriculum and research so that all phases of education from kindergarten through graduate and professional schools will accurately reflect the lives and concerns of women as well as men. This new strategy, called by a variety of names, most popularly "mainstreaming," seeks to move the new scholarship on women into the traditional curriculum. Women's Studies teachers/scholars have become increasingly aware that, despite the large numbers of students who take Women's Studies courses, most students in colleges and universities graduate without any exposure to materials on women. Incorporation of Women's Studies into the traditional curriculum has been slow, indirect and usually accomplished by Women's Studies professors themselves. Few professors outside of Women's Studies specialties have incorporated the new research on women into their courses.

In reaction to some of these limitations and to reach those students and professors not directly involved with Women's Studies, a spontaneous and almost simultaneous movement has developed on campuses throughout the United States in the last few years. Individual campuses, using a variety of strategies and tactics, have devised programs to introduce their traditional faculty members, and eventually their students, to Women's Studies.

SIROW Conference at Princeton

Although information on these mainstreaming projects had been circulating informally for some time through a network of project directors and Women's Studies professors, many of those involved in projects felt that a formal meeting of project personnel would be useful. Through this meeting, participants could share information and pass on the results of their efforts to others in Women's Studies in a systematized and visible way. Thus, a three-day conference on integrating Women's Studies into the curriculum was held at the Nassau Inn, Princeton, New Jersey, August 27-30, 1981. Sponsored by the Southwest Institute for Research on Women (SIROW) of the University of Arizona and supported by the Rockefeller Family Fund and the National Endowment for the Humanities, the Conference brought together directors of seventeen projects involved in integrating materials on women into the college curriculum, consultants in Women's Studies, professors from the social sciences and humanities, and representatives from funding agencies.

The mainstreaming projects included in the SIROW Conference were selected to illustrate a variety of approaches to integration and a wide spectrum of institutional settings. Attending the meeting were representatives of four women's colleges, seven state universities, two religious colleges (one of which is coeducational), one small liberal arts college, one discipline-specific project (American Literature), and two college consortia (the 16-college group of colleges chiefly for women, and the Great Lakes Colleges Association of twelve small midwestern liberal arts colleges). For a list of SIROW Conference participants and their addresses, see Appendix A.[1]

[1]For further details regarding the projects attending the SIROW Conference, see Appendix B and "The Study of Women in the Liberal Arts Curriculum," The Forum for Liberal Education, IV, 1, October, 1981, ed. Peggy Brown with Kim Merrill, published the American Association of Colleges, Washington, DC.

One result of this conference was a report designed for college administrators which was used as a background paper for a conference of college administrators and Women's Studies scholars at Wingspread, Wisconsin, on October 22-24, 1981, sponsored by the Association of American Colleges.[2]

Purpose of this Handbook

Another result of the Conference is this "How-to" handbook, designed for Women's Studies programs and professors and all others who are interested in curriculum integration. Drawn from the experience of the seventeen projects represented at the SIROW Conference as reported by panelists and discussed by Conference participants, the handbook offers practical hints on how to develop a curriculum integration program and advice about resistance: what it is and how to deal with it.

We hope that this report will prove helpful to the wider group of Women's Studies programs and useful in extending curriculum integration efforts such as those represented at the SIROW Conference.

II. HOW TO GET STARTED: USING CURRENT CAMPUS CONCERNS

Approaches to integration of Women's Studies in the curriculum vary considerably, depending on the institutional settings in which they take place. One heartening observation at the SIROW Conference was the inventiveness of project directors who used the diverse resources and particular circumstances of their own campuses to launch main-

[2] For a copy of this background report for administrators, send $3.50 to cover costs to SIROW, Women's Studies, Modern Languages 269, The University of Arizona, Tucson, AZ 85721. Make checks payable to The University of Arizona.

streaming efforts.[3] Campuses with Women's Studies programs, including California State University at Hayward and the University of Arizona, wanted to increase the numbers of students exposed to the new research on women. This desire provided the impetus while the Women's Studies programs served as the institutional base for carrying on the effort. Other colleges used a great deal of imagination in making use of whatever concerns prevailed on their campuses. For example, St. Mary's and Denison used interest in revising general education or core curriculum requirements to introduce the mainstreaming issue. At women's colleges like Wheaton or Wellesley, administrators concerned about what kinds of educational experiences were most meaningful for its female student body began to think of transforming the curriculum. On some campuses such as Guilford, St. Mary's, University of Massachusetts-Amherst, and Montana State, a desire to provide an education stressing equity for all people spurred change. On others, such as Smith, Stephens, and Georgia State, faculty were drawn together initially by mutual interest in research on women and then considered changing the curriculum.

While some schools utilize faculty teaching courses on Women's Studies or whose major research focus is on women, others look for leadership to administrators who have themselves been pioneers in Women's Studies. Some other schools, eager to bring the results of new research on women to their campuses, are limited by small numbers of Women's Studies faculty and resistance to new programs in a time of declining financial resources and tight budgets. They view

curriculum integration as a way of broadening the liberal arts curriculum through an infusion of Women's Studies scholarship in all departments rather than establishing a separate program.

Surprisingly to many project directors, administrators proved to be important allies on many campuses in promoting curriculum integration. Administrators, by a variety of means ranging from actually initiating the project to giving public recognition and approval, indicated to their faculties that participation in curriculum integration and awareness of the new scholarship on women are important and legitimate campus activities. The role of administrators is a delicate one, since many faculty may resist and resent what they interpret as interference with curricular matters by administrators. Interested administrators, working closely with curriculum project personnel, must work sensitively to discern the right approach for their particular campus.

Beth Reed of the Great Lakes Colleges Association offers six strategies for instituting a curriculum integration project in any campus setting:

1) Develop a working group committed to addressing a common set of needs;
2) Analyze how the institution functions and which traditions and what current procedures and structures can be used to advantage;
3) Look for existing programs or projects which can be used as models or on which your project or program can "piggyback" for financial support;
4) Be informed by large visions, but define small achievable objectives--and be open to negotiation and the possible emergence of new ideas;

5) Broaden the base of support by seeking out allies who may exist in unexpected places and whose influence on others may make a critical difference;

6) Be careful to keep appropriate people within your institution well informed, and to establish a communications network which extends beyond your institutional setting (whether the setting is composed of one institution or a consortium of institutions), in order to bring in new ideas and fresh perspectives and quite possibly increase the visibility or credibility of your work within your own setting.

III. HOW TO ATTRACT AND SELECT FACULTY PARTICIPANTS: REWARDS AND RESISTANCE

Most project directors tried to enlist a balance of faculty from all disciplines on campus. As the table below shows, they included a high percentage of tenured faculty and a significant percentage of males. Most directors agreed that senior professors were hardest to recruit, and that younger faculty teaching large introductory-level courses would reach more students. While powerful tenured faculty lent prestige to the projects they joined, they often were more difficult to recruit than younger faculty.

Rewards

SIROW conference participants used a combination of strategies to enlist faculty in mainstreaming projects, but the three advantages most attractive to traditional faculty were 1) financial support, 2) intellectual stimulation, and 3) interaction with faculty colleagues. Other rewards which appealed to faculty were 4) teaching improvement, 5) opportunity for publication, 6) recognition/visibility, and 7) social change. Since different campuses had different priorities, what worked at one campus would not work at another.

CHARACTERISTICS OF FACULTY PARTICIPANTS IN MAINSTREAMING PROJECTS [1]

Percent Tenured Faculty	Percent Male Faculty	Total No. of Faculty Participants
50	3	250
55	45	80
NA	NA	72
50	60	40
60	60	40
90	0*	36
100	98	30
50	45	26
67	50	25
75	10	20
NA	NA	20
100	30	20
65	35	17
100	50	14
50	50	8
NA	10	48

NA Not Available
* All women faculty
[1] Each row in the table indicates one project represented at the SIROW Conference.

No doubt financial rewards ranked high as the most attractive inducement to faculty, but the actual amounts of stipends can vary widely. Among the seventeen projects at the SIROW Conference, stipends ranged from $200 at one university to $11,000 at another. If no funds were available, projects interested faculty by offering released time, which can sometimes be negotiated within the college and does not necessarily rely on outside funding.

The promise of intellectual stimulation and interaction with colleagues can also attract potential participants. On large, highly-departmentalized campuses where intellectual interaction is limited to departmental colleagues, opportunities for interdisciplinary seminars and colloquia promise a refreshing change. Most of the faculty involved in mainstreaming projects mentioned their delight with such interdisciplinary efforts in their evaluation reports. One faculty member in the California State at Hayward project wrote, "This seminar has accomplished something which is far too infrequent on the Hayward campus, the bringing together of faculty members from different disciplines to share insights on a common topic. This is really what a university should be all about. I found the sharing of ideas exhilarating..."

At some places like Montana State and the University of North Dakota, the possible publication of faculty research attracted people to the project. At colleges which emphasize teaching, the new scholarship on women was described as an important part of keeping up to date with current research, as good teachers. Even campuses valuing research more than teaching house some faculty members who enjoy reputations as good teachers and are therefore receptive to projects which can enhance their standing.

Resistance

Scholars from institutions rewarding high-level research and publication rather than teaching performance may not be very enthusiastic about projects for curriculum reform. Younger faculty in part-time or tenure-track positions hesitate to align themselves with what they perceive as marginal projects offering little prestige and less credibility in the eyes of colleagues and deans. And many academic feminists not directly involved with the projects suspected the outcome of short workshops and brief conferences on topics and methodologies they had worked years to sort out and conceptualize. "They'll read three books and listen to one lecture and declare themselves experts," warned many veteran feminists.

Clearly, criteria for selecting participants were determined by prevailing attitudes at each institution. Most often, faculty resistance took predictable forms: "Women's Studies is inappropriate to our educational mission," argued many schools who were public or private, coed or not. "This will take time from my real research," objected the scientists. "I have too much regular material to cover." "I've heard all that stuff before." "How can it further my career?" "My hopes for promotion?" "My national reputation?" Most often, faculty resistance could be traced to fears of losing scholarly authority and identity. "It's disturbing to move beyond territory that one's own graduate professors didn't sanction," commented one project director. "And it's hard to convince traditional academics with traditional training that standards of excellence in the humanities, or standards of importance in the social sciences, must be revised to include women's experiences."

SIROW participants agreed that this revision is neither quick nor

painless. And it cannot be achieved without the help of 1) powerful, tenured faculty who are willing to alienate themselves from their own disciplines; 2) strong institutional commitments to award prestige, tenure, promotion, merit raises, and public recognition to Women's Studies scholars and teachers. "We must persuade our colleagues that there is such a creature as an out-of-date professor who knows nothing about women," commented one project director. "We haven't done that yet."

IV. HOW TO DESIGN A MAINSTREAMING PROJECT: EXAMPLES FROM THE 17 PROJECTS AT THE SIROW CONFERENCE

Most of the projects represented at the SIROW Conference are newly involved with mainstreaming efforts, although several colleges, notably Stephens and Guilford, started their activities in the early 1970's. Strategies for mainstreaming range from campus faculty development projects to conferences to institutes and seminars. Using a faculty development model which includes as a major component the opportunity for independent research or reading, most of the projects described at the SIROW Conference helped faculty acquaint themselves with the new scholarship on women and then begin to initiate curricular change.

Small liberal arts colleges like Wheaton and Guilford seek to involve the entire faculty in their integration efforts while large state universities like Montana State and the University of Arizona concentrate on professors who teach large, introductory-level undergraduate courses. Discipline-wide projects, such as that of the Feminist Press on American literature courses, involve participants from universities throughout the country, while coalitions like the Great Lakes Colleges Association, the Wellesley Faculty Development program, and Georgia State deal with faculty from a number of colleges within

the region.

At some institutions, notably Montana State, the University of North Dakota, and Wheaton, faculty members initiated projects to investigate problems or issues they had identified in their own textbooks (e.g., "Treatment of Women in Anthropology Texts"); surveys/questionnaires (e.g., "Women Students' Success in Agricultural Engineering); and literature reveiws (e.g., "Women in the History of Mathematics"). They then used the results to modify their courses.

"Mainstreaming" projects often supplemented independent faculty research with seminars or workshops, visiting scholars, and resources supplied by the project staff: articles, books, bibliographies and review essays.[1] Conferences are another strategy used by two of the SIROW meeting participants. The Georgia State conference, "A Fabric of Our Own Making: Southern Scholars on Women," presented the new scholarship on women in order to stimulate new ideas for research and course development. The 16-college Informal Coalition, a consortium of 16 independent, and primarily women's colleges, held a conference to study the integration of Women's Studies into the liberal arts curriculum and the role which women's colleges might play in that effort.

Courses, summer institutes and workshops proved helpful to several schools. California State University at Hayward granted 12 faculty members two credits of released time to attend a semester-long Faculty Development Course team-taught by two Women's Studies faculty and featuring lectures, common readings, and independent projects. Summer institutes for faculty are a major part of the integration projects at Lewis and Clark College, the Great Lakes Colleges Association program

[1] Appendix C provides an annotated list of resources useful for introducing faculty participants in curriculum integration projects to Women's Studies.

and The Feminist Press's project on American literature. Wheaton sponsored a two-day conference for the entire faculty, administrators, and student leaders at the beginning of their project and a one-week interdisciplinary workshop to introduce faculty to the new scholarship about women.

Several projects included the creation of "products" as an important part of their strategies. The Feminist Press's project on "Mainstreaming Women's and Minority Studies in American Literature Courses" will produce a volume of syllabi, bibliographies and related materials plus brief essays on courses which have begun to be changed and a new anthology of American literature which significantly increases the inclusion of women and minority writers. Both Montana State and the University of North Dakota required participants to prepare written accounts of their research and revised curriculum for possible publication. Selected papers and slides from the art exhibit will be made available to those who attended the conference at Georgia State.

SIROW participants offered this potpourri of useful strategies, some major, some minor, and all suited to a variety of campuses:

1. A "working cocktail party" where Women's Studies faculty are covertly assigned to educate traditional faculty on the importance of the new scholarship on women

2. Production of model syllabi which traditional faculty can adapt for use in their classes

3. Offers to give guest lectures or serve on panels for traditional faculty

4. Requests that traditional faculty read Women's Studies books and articles and give their professional assessments to Women's Studies faculty individually or at departmental meetings

5. Forming coalitions with Afro-American Studies, Indian Studies, Chicano Studies, etc.

6. Making sure that important campus committees contain Women's Studies faculty who can then influence faculty development, general education requirements, allocation of student funds, library acquisitions

7. Team teaching courses with traditional faculty

8. Requiring extensive proposals for integration of Women's Studies into traditional curriculum and offering big incentives to do so

9. Holding two-day retreats away from campus for Women's Studies and traditional faculty

10. Using administrators to support work and commitment from traditional faculty

11. Establishing consortial groups to hold regional meetings and apply for national funding

12. Referring to traditional faculty's first efforts in Women's Studies scholarship as "work in progress" so that they won't think they have finished their work or exhausted research possibilities

No matter what strategies you choose, the most important product resulting from your program will be a changed curriculum, passing on to students an enlarged and corrected picture of social reality.

Staffing of Projects

Project staffing varied from campus to campus, and was largely determined by available budgets. Recipients of federal monies were able to hire secretarial help and pay project directors as well as provide xerox materials, films, and tapes for "mainstreamers." Projects on campuses with well-developed Women's Studies programs made good use of resources and personnel established by those programs.

Projects with little or no outside funding and no Women's Studies programs used whatever facilities were available: work-study students "borrowed" from a not-so-busy campus office; money for curriculum materials from faculty development budgets; office space and telephones from a cooperative dean.

SIROW Conference participants agreed that the staffing of projects was important, since it directly affected the way "mainstreamers" perceived curriculum integration. A marginal project with little money and all volunteer staff seemed temporary and minimally important to

curricular change. The more successful projects were able to recruit senior faculty and/or administrators whose involvement with curriculum integration lent credibility to "mainstreaming" efforts.

Evaluation

Projects used a variety of evaluation procedures involving some of the following elements:

a. interviews with "mainstreamers" at the beginning and at the end of the project
b. self-evaluation by project directors and staff
c. pre- and post-attitudinal questionnaires for students in classes that are "mainstreamed"
d. analysis of participants' syllabi before and after they have participated in the project
e. oral and/or written reports by project participants
f. outside consultants

SIROW conference participants agreed upon the usefulness of bringing scholars from outside the institution to evaluate the project. Not only can they reach people whom "insiders" sometimes cannot reach, but also they give "insiders" a fresh perspective on their own campuses. Visits from outside consultants can inspire conversations between people who have not spoken to each other for years. Evaluators with no vested interest in campus politics can break old silences and create new alliances or suggest the unthinkable in the most casual way. They can also carry messages from local Women's Studies faculty to local administrators and faculty--messages which, coming from the "outside", might be considered rather than rejected by university personnel.

V. HOW TO COPE WITH RESISTANCE

SIROW Conference participants agreed that the process of integrating Women's Studies into the curriculum will take a long time and requires a great deal of patient effort, long-range vision, and political savvy. Only a long-term perspective can help us confront the fact that, despite more than a decade of immensely productive and significant scholarly activity in Women's Studies, little of this information seems to have reached the consciousness of traditional faculty members.

Almost all of the project directors said that previous assumptions about the willingness of traditional faculty to learn about Women's Studies had been altered. "We have spent the last twelve years learning about women in each other's disciplines, and the (traditional faculty) don't even know about women in their own disciplines," commented one project director. Another one said, "I came away from the SIROW Conference a much sobered person. I used to believe that any good-willed academic could be trained to "mainstream" the new scholarship on women into the traditional curriculum. Now I see that's not the case."

People who introduce new scholarship on women to traditional faculty must be prepared to do so at a fairly basic level and must be willing to repeat the obvious at frequent intervals.

Resistance by traditional faculty occurs both on intellectual and personal levels, partly because new questions asked by all scholars are initially perceived as disturbances rather than as exciting new avenues to insight. The basic premises of integration--that women are significant subjects of scholars' inquiry and that their lives are valuable to study in themselves-challenge the familiar organization of knowledge, though not the original premises of scholarship. Such challenges

threaten the academic training of traditional faculty and raise issues of territoriality. Often, objections to Women's Studies scholarship are voiced in terms of the "objectivity" of traditional scholarship and the "political" or "subjective" nature of Women's Studies scholarship. These objections can partially be met by distributing some of the new feminist critiques of the theory of "objectivity" and by importing distinguished visiting scholars who can lend authority to Women's Studies work.

On a personal level, examination of the status and experience of both men and women cannot help but change one's understanding of relationships in one's personal life. The works of Nancy Chodorow and Dorothy Dinnerstein, which describe the psychic sources of tensions in male/female relationships, provide clues to the nature of problems that many Women's Studies mainstreamers must confront. Participants at the SIROW Conference concluded that traditional faculty who are introduced to this material often must undergo attitudinal and personal changes. Some projects, such as the one at California State's Hayward campus, confronted this problem head-on by including exercises on attitudes toward men and women in their Faculty Development seminars. Other projects, like the one at the University of North Dakota, used imaginary case materials and mock committee meetings, allowing participants to dramatize their feelings through role-playing and role-reversal.

Another major problem is that of tokenism in mainstreaming projects. Faculty often use the "add women and stir" approaches to curriculum design: they include a special unit or make one reading assignment and imply that this adequately "covers the field." They make little effort to question the premises of the particular discipline they practice; they still define "male" as universal and "female" as deviant or relational.

This difficulty became quite evident in mainstreaming projects requiring participants to produce some kind of written report or "product." Many of these essays resembled the efforts of Women's Studies scholars in the early 1970's, lacking the depth and sophistication of more recent scholarship on women. Some SIROW Conference participants believed this beginning stage of scholarship to be inevitable, since mainstreaming faculty mostly undergo the same intellectual and theoretical journeys as did Women's Studies faculty. But the more pessimistic wondered if mainstreamers would ever come to use and understand the feminist perspective. The optimists felt that understanding and acceptance was only a matter of time.

Another difficulty faced by a number of programs is that of establishing workable techniques to introduce faculty to Women's Studies. Members of some projects, convinced that a colleagial approach would be most congenial and effective for all concerned, hesitated to impose required readings and assignments on their participants. But experience has shown that while a colleagial approach remains the ideal, faculty participants in projects should be clearly informed of what they are expected to do and then required to do it.

One problem cited by some integration projects was the lack of a Women's Studies program. On their campuses, efforts to continue mainstreaming have been hampered because there is no core group to support, sustain, and revitalize such efforts. Those whose thinking has been changed cannot find many colleagues within their departments to talk to, and may have trouble finding such individuals outside their departments if there is no Women's Studies program to identify and organize them.

As a result, some of the mainstreaming projects have begun efforts to establish Women's Studies programs after the integration process has begun.

Another problem is that limited resources restrict the possibility for change and reduce chances for institutionalizing programs. Conference participants wondered how they could continue their projects on soft money, how they could reach disciplines such as math and science, and how to confront emerging issues such as race, sexual identity, and homophobia. For many projects time was also a limited resource: projects were over too quickly or programs had to begin before plans were completed or there was not enough time to help faculty develop quality materials (i.e., rewriting drafts of essays and articles).

One note in conclusion: In view of decreasing funding but growing student interest, one strategy which we must pursue with more determination is to call the universities on their professed commitment to the pursuit of truth and the development of new knowledge. Traditional faculty will object, in a faculty meeting, that the university is committed to the development of important knowledge. As that statement dies away, nowadays, there is usually a groundswell of comment from around the room. . . May we increase the groundswell!

VI. HOW TO DEAL WITH CAMPUS POLITICS

For those of us who have been involved in Women's Studies programs and feminist scholarship, it comes as no surprise that politics play a major role in "mainstreaming" attempts.

Despite the evidence at the SIROW meeting that administrators have been active in "mainstreaming" efforts, it still remains difficult to get administration support that goes beyond rhetoric. On many campuses curriculum and teaching remain peripheral issues while emphasis and rewards go to research efforts. There is less difficulty on campuses which have a tradition of faculty development that emphasizes teaching, but on many campuses, "mainstreaming" efforts will meet the resistance which surrounds any serious effort at curriculum reform coupled with the additional resistance that is found to many women's issues.

For that reason, large outside funding has played a role in reminding administrators that federal agencies and private foundations are interested in this type of educational reform. The curtailed funding available in the next few years might, for that reason, be another obstacle to "mainstreaming". The hope is that curriculum integration efforts have had enough of an initial push to overcome this problem.

Interestingly enough, some of the resistance to curriculum integration comes from dedicated Women's Studies scholars and teachers who worry, quite legitimately, about what will happen to the feminist perspective in the classrooms of non-feminist professors. They believe that mainstreaming will result in only token, and sometimes inaccurate, additions to the curriculum and would prefer that students be exposed to this material in Women's Studies classes. Some of these feminists argue that efforts to change the traditional curriculum must wait until the new scholarship on women permeates the disciplines and the textbooks so that its importance to the discipline will penetrate the consciousness of even the most resistant.

Others fear that mainstreaming will be used as an excuse to disband or give little support to often precariously established Women's Studies programs. As a high-level administrator said, gleefully, to the Director of Women's Studies at the kick-off dinner for one of the mainstreaming projects, "Well, I guess this means your work is finished and you will be out of a job soon."

For that reason, it should be made clear from the beginning that integration is an adjunct and not a substitute for Women's Studies courses and that these courses need to continue to provide the depth and breadth not possible in mainstreamed classes.

Another area of potential difficulty is the type of professor who is willing to participate in mainstreaming efforts. Often such projects would like to attract academic leaders and influential researchers but sometimes they find that those who are willing to participate are those who are marginal both in their departments and their disciplines. In selecting participants, one must be careful not to discourage those who are willing to join and yet be certain that some academic leaders are also included.

One of the strongest political tactics available to those who want to undertake mainstreaming remains the one that has proven so useful in the establishment of Women's Studies - student interest. A number of faculty have been drawn to these efforts because they have graduate students who want to do dissertation topics on women or by students' questions in traditional classes. In a rather neat example, a student who had taken a course in women in literature indignantly demanded of the instructor of another literature course that he include books by women. (He did.) Once a critical feminist perspective is introduced in Women's

Studies classes, students can often be encouraged to bring this perspective to the syllabus and classroom of their traditional courses. Although such strategies seem slow, they often are some of the most effective ones available to us.

VII. HOW TO FUND PROJECTS: FUNDING PROSPECTS, PAST AND PRESENT

Funding by government and private agencies has been a key factor in promoting projects to integrate Women's Studies into the curriculum. Several project directors noted the availability of federal grants and foundation monies as crucial to their undertaking projects when they did. Fifteen of the seventeen projects represented at the SIROW Conference have received some form of external support from agencies such as the Fund for the Improvement of Postsecondary Education, the National Endowment for the Humanities, and the Women's Educational Equity Act. Four private foundations--the Carnegie Corporation, the Ford and Andrew W. Mellon Foundations, and the Lilly Endowment--have also funded projects when they intersected with other program objectives of the foundations. The significance of funding as a factor in promoting curriculum integration may be skewed by the fact that extensive programs with outside funding were more likely to attract the attention of the SIROW Conference organizers than were small programs funded by deans and provosts.

Given the declining availability of outside funding opportunities, new ways to fund curriculum revision must be found. Projects will need internal funds to support their work and will increasingly have to offer faculty supports and incentives that can be supported by the institution itself, such as released time, summer stipends, book grants, and faculty

development grants. General faculty development programs can make certain that some of their funds are specifically earmarked for changing the core curriculum rather than producing advanced-level courses. Standing college committees such as curriculum or teaching and learning committees can focus their energies on devising strategies for integrating materials on women into the curriculum. Alumnae gifts are a potential source of funding which may have been previously neglected. Three of the projects at the SIROW Conference had received funding from alumnae specifically to support Women's Studies integration.

VIII. HOW TO INSTITUTIONALIZE WOMEN'S STUDIES INTEGRATION: SUCCESSFUL STRATEGIES AND RESULTS

Although most of the seventeen projects at the SIROW Conference were in the early stages of development, participants in many of them had thought a great deal about how to institutionalize so that the process of integrating women into the curriculum continues once the project is over or grant funds run out.

Some colleges, including Wellesley and the University of North Dakota where Women's Studies programs had either been dormant or not formally established, saw the importance of establishing a Women's Studies program as a center for faculty interested in research and teaching on the efforts of integration. Integration now is becoming gradually institutionalized at these colleges along with Women's Studies. Further plans to assure institutionalization included efforts like those at GLCA to establish some type of regularized staff or faculty position devoted to Women's Studies concerns.

Plans are also under way at a number of colleges and universities to join a variety of projects and committees already established,

particularly faculty development projects which have not included an emphasis on women but which now can be used in this way. Other schools have curriculum or teaching and learning committees which can be encouraged to make the integration of women their concern. Women's Studies faculty and mainstream faculty can give classroom lectures, seminars, and colloquia for departments or colleges. Team-teaching by Women's Studies faculty and other faculty is another way to expose more people to integration ideas.

The experience of 357 Women's Studies programs now in existence as well as the seventeen integration projects represented at the SIROW Conference suggest that efforts to integrate Women's Studies into the curriculum offer many benefits to the institution in addition to those occurring in the classroom. The following list is a helpful summary of those benefits, and can be used to enlist institutional support:

1) The curriculum reflects the experiences of both sexes and therefore provides an accurate picture of social reality.
2) The process of integrating Women's Studies provides an occasion for a thorough review and critique of an entire college curriculum to assess how it is meeting the needs of its students and whether or not it reflects and incorporates advances in research.
3) Interdisciplinary networks for communication, research, and teaching offer intellectual stimulation and increase the interaction of colleagues.
4) A curriculum that responds to the interests of women and minorities is an attractive inducement in recruiting and retaining students, especially the growing numbers of returning

women students enrolled in continuing education and evening courses.

5) Increased faculty publication results from involvement in new areas of research and teaching.

6) Women's Studies integration and the concomitant curriculum review and revision provide impetus for building library collections and organizing materials on women in special collections and archives.

7) For women's colleges, efforts to integrate Women's Studies provide opportunity to re-think and revitalize the unique mission of those institutions.

8) For all liberal arts institutions, efforts to integrate Women's Studies provide the opportunity to review and expand the commitment of the open-minded pursuit of truth.

It is also important to emphasize that integrating Women's Studies into the traditional curriculum creates tangible results. Although nine of the seventeen projects represented at the SIROW Conference are in the early stages or have barely begun, the cumulative results of the other eight are impressive. Results of the questionnaire completed by the projects show:

Number of new courses on women: 66

Number of existing courses altered: 267

Number of papers delivered by project participants at professional meetings: 166

Number of articles on related topics submitted by participants for publication: 123

Number of students in experimental courses: 4500

Number of books completed: 7

APPENDIX A

LIST OF PARTICIPANTS

SIROW CONFERENCE
August 27-30, 1981

Project Representatives

INZER BYERS
Department of History
Salem College
Winston-Salem, NC 27108
(919)721-2688

MYRA DINNERSTEIN
Women's Studies
University of Arizona
Tucson, Arizona 85721
(602)626-4477

JEANINE LINDSTROM ELLIOTT
School of Liberal and Professional Studies
Box 2083
Stephens College
Columbia, MO 65215
(314)442-2211, ext. 223

DIANE FOWLKES
Department of Political Science
Georgia State University
Atlanta, GA 30303
(409)658-3152

JOANN FRITSCHE
259 Aubert Hall
University of Maine at Orono
Orono, ME 04469
(207)581-2638

EVA HOOKER
Associate Dean of the Faculty
Saint Mary's College
Notre Dame, IN 46556
(219)284-4582

PAUL LAUTER
The Feminist Press
Box 334
Old Westbury, NY 11568
(516)997-7660

SUSAN KIRSCHNER
Department of English
Lewis and Clark College
Portland, OR 97219
(503)244-6161, ext. 436

PATRICIA MACCORQUODALE
Department of Sociology
University of Arizona
Tucson, Arizona 85721
(602)626-1476

CHARLOTTE MCCLURE
Department of Foreign Languages
Georgia State University
Atlanta, GA 30303
(409)658-2924

PEGGY MCINTOSH
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617)235-6360

SHERRY O'DONNELL
Department of English
University of North Dakota
Grand Forks, N.D. 58201
(701)777-3321

BETH REED
Great Lakes Colleges Association
220 Collingwood, Suite 240
Ann Arbor, MI 48103
(313)994-0977

RUTH SCHMIDT
Wheaton College
Norton, MA 02766
(617)285-7722, ext. 212

BETTY SCHMITZ
MSU-WEAA Project
318 Montana Hall
Montana State University
Bozeman, MT 59717
(406)994-4292

MARILYN SCHUSTER
Wright Hall
Smith College
Northhampton, MA 01063
(413)584-2700, ext. 629

BONNIE SPANIER
Office of the Provost
Wheaton College
Norton, MA 02766
(617)285-7722, ext. 212

CAROL STONEBURNER
Women's Studies
Guilford College
Greensboro, N.C. 27410
(919)292-5511, ext. 180

EMILY STOPER
Department of Political Science
California State University, Hayward
Hayward, CA 94542
(415)881-3221

MARY RUTH WARNER
Southwest Residential College
George Washington Lobby
University of Massachusetts-Amherst
Amherst, MA 01003
(413)545-0703

Consultants

PAUL ALPERS
Department of English
University of California, Berkeley
Berkeley, CA 94720
(415)642-2770

SEYMOUR DRESCHER
Forbes Quadrangle
Room 3P38
History Department
University of Pittsburgh
Pittsburgh, PA 15260
(412)624-5517

SUSAN GORE
National Women's Studies Association
University of Maryland
College Park, MD 20742
(301)454-3757

FLORENCE HOWE
The Feminist Press
Box 334
Old Westbury, NY 11568
(516)997-7660

SIDNEY MINTZ
Department of Anthropology
The Johns Hopkins University
Baltimore, MD 21218
(301)338-7272

AL PINKNEY
Department of Sociology
Hunter College of the City University of N.Y.
695 Park Avenue
New York, NY 10021
(212)360-2404

ELAINE REUBEN
1745 Lanier Place, N.W.
Washington, D.C. 20009
(202)462-6810

BERNICE SANDLER
Project on the Status and Education of Women
Association of American Colleges
1818 R. Street N.W.
Washington, D.C. 20009
(202)387-1300

JOAN SHAPIRO
Women's Studies
University of Pennsylvania
Philadelphia, PA 19104
(215)243-5426

MARTHA TOLPIN
Department of History
Bentley College
Waltham, MA 02154
(617)891-2000

Representatives of Foundations and Funding Agencies

LAURA BORNHOLDT
Lilly Endowment
2801 N. Meridian St.
Indianopolis, Ind. 46208
(317)924-5471

MARIAM CHAMBERLAIN
Russel Sage Foundation
112 E. 64th St.
New York, NY 10021
(212)750-6000

SARA ENGELHARDT
Carnegie Corporation of New York
437 Madison Ave.
New York, NY 10022
(212)371-3200

MARILYN LEVY
Rockefeller Family Fund, Inc.
1290 Avenue of the Americas
New York, NY 10019
(212)397-4844

KATHLEEN MCCARTHY
Rockefeller Foundation
1133 Avenue of Americas
New York, NY 10036
(212)869-8500

SIDONIE SMITH
The National Endowment for the Humanities
Division of Education Programs
5th Floor
806 Fifteenth St., N.W.
Washington, D.C. 20506
(202)724-0393

LYN MAXWELL WHITE
The National Endowment for the Humanities
Education Division
806 15th St., N.W.
Washington, D.C. 20506
(202)724-0393

Staff

LYNN FLEISCHMAN
Women's Studies
University of Arizona
Tucson, Arizona 85721
(602)626-4477

APPENDIX B

Summaries of the Seventeen Curriculum Integration Projects Represented at the SIROW Conference on Integrating Women's Studies into the Curriculum

Princeton, New Jersey

August 27-30, 1981

INZER BYERS

Conference on
"Scholars and Women: The Place of the New Learning
about Women in Liberal Arts Institutions"
The 16-College Informal Coalition

In 1980-81, sixteen independent colleges with a shared history of educating women joined in an informal coalition. The purpose of their joint effort was to study the integration of women's studies scholarship into the liberal arts curriculum and the role which women's colleges might play in that effort. The conference was held March 13-15, 1981 at the Center of Continuing Education at College Park, Maryland, funded by the Ford Foundation and the Carnegie Corporation.

The sixteen colleges involved included two West Coast institutions, Mills and Scripps, and 14 eastern and southern ones: Agnes Scott, Cedar Crest, Chatham, Goucher, Hollins, Hood, Mary Baldwin, Randolph-Macon, Salem, Skidmore, Spelman, Sweet Briar, Wells and Wheaton. One member, Skidmore, has become in recent years a coeducational institution.

The conference centered around two major themes: first, the new scholarship about women in the humanities, social sciences and natural sciences, and secondly, the need for and problems of the integration of such scholarship into the liberal arts curriculum.

The conference, which involved 72 faculty and administrators, centered on faculty development. The first concern thus was to inform faculty about trends in women's studies scholarship and mainstreaming issues through the efforts of several national women's studies authorities. A second effort focused on examples of the impact of the new scholarship and methodology issues in specific disciplines. A third part of the conference concerned activities within our own institutions. Faculty presented papers about women or methodological experiments at integration.

A key motivating premise of the conference was the belief that women's colleges have a special obligation to be involved in such issues and a potentially unique role to play in integrational efforts. Accordingly, the final sessions centered on evaluation of the roles which women's colleges might play.

Before the conference ended, each college group was asked to report on plans for giving immediate feedback to their individual college about the conference. Also they indicated possible ways of involving their campus in follow-up activities. The conference program coordinator is to act as liaison person for collecting information about what is to be done and to circulate that material among conference participants.

MYRA DINNERSTEIN

Women's Studies and the University Curriculum
University of Arizona, Tucson, Arizona

The goal of this three-year project, funded by the National Endowment for the Humanities, is to change the content and the structure of curriculum to include materials and scholarship on women by the following means: conducting a series of faculty development activities that will enable faculty of basic courses in many departments to develop materials on women; extending Women's Studies to the graduate level by establishing four new graduate courses in Sociology, Anthropology, Political Science and History; and by revising the undergraduate Women's Studies curriculum.

Each year of the three-year grant period a new group of ten professors will join the faculty development project. By the third year of the grant, 30 faculty members will have participated in the project.

Activities in the project include:

Dean of Liberal Arts Invitational Program - at the beginning of each project year, the Dean of Liberal Arts sponsors an invitation program for heads of the department involved in the mainstreaming effort, the professors who will be joining the project and the Women's Studies faculty.

Summer Study Time - for five weeks during each of three summers, ten professors receive summer stipends to read and study Women's Studies scholarship and develop Women's Studies material and bibliography to incorporate into their courses. A Women's Studies faculty member acts as a resource for the group and she and the Women's Studies librarian act as consultants on bibliography and Women's Studies scholarship.

All-Day Retreat for Faculty Participants and Women's Studies Faculty - during the retreat, which takes place before the academic year begins, participating faculty each present a formal report on how they plan to incorporate materials on women into their syllabus and course. The retreat gives Women's Studies faculty and participating faculty an opportunity to discuss Women's Studies content, theories and methodologies.

Visiting Scholar Colloquia - twice each semester, Visiting Scholars will visit the campus to hold colloquia with participating faculty and with the relevant department. The colloquia are also occasions for participating faculty to discuss problems, questions and issues involving the integration of materials.

Informal Consultation and Evaluation - throughout the year the Director, Assistant Director and the Women's Studies faculty will be on call for informal consultation with participating faculty. Each of the participating faculty has already been contacted by the Women's Studies faculty in his/her department and invited to join the project. This Women's Studies contact will continue to be available for discussions throughout the course of the project.

Continuing Participation in the Project and Formation of the Women's Studies Network - Although each year the faculty development activities will introduce ten faculty members, the other participating faculty will be invited, from the beginning, to the Women's Studies colloquia, the retreat and the evaluation meetings in order to build a university-wide network of faculty involved in the new research on women.

JEANINE LINDSTROM ELLIOTT

Integrating Women's Studies into the Curriculum, 1973-1981
Stephens College, Columbia, Missouri

Stephens has been engaged in a process of curricular change involving Women's Studies since 1973.

In 1980-1981, a major curricular revision was undertaken by the college. All courses which students take to meet the liberal education requirement (six courses for B.S. and B.F.A. degrees, eight courses for the B.A. degree) will incorporate information and values relevant to women and ethnic minorities, Women's Studies will be one of seven areas in the liberal education requirement, and a senior requirement for all B.A. students will be designed to integrate classroom learning with the decision-making, value-oriented components of women's lives. The final test of success of integrating women's studies into the curriculum will come with the implementation of the new degree requirements in 1982.

A number of projects have been undertaken since 1973 which have contributed to this faculty decision. One such project was the Faculty Workshop on Women's Education which was established in 1971 through a grant from the National Endowment for the Humanities. Workshops have been continued through support from the college. Twenty-five faculty and administrators have participated.

Each year, eight or nine faculty members and/or administrators are selected by the director of the previous year's project, the director for the coming year and the Assistant to the President for Women's Education. Members are chosen to represent the diverse character of the college, to maintain a balance between women and men, to maintain a balance between "beginners and advanced" people in the area of women's studies, and if possible, to put together a group of people who will work well with each other. The project director is chosen from among members of the group the previous year.

The Faculty Workshop on Women's Education meets for eight Saturdays during the academic year. In the first part of the year, the group shares in common readings. Resource materials are presented to the group by the director and local consultants. In the latter part of the year, each member is responsible for a half-day discussion. Usually, the participant prepares a paper or project which relates women's issues to their own academic discipline (academic content or teaching methods or both). In some cases, papers have addressed wider institutional issues. When possible, visiting resource people have been invited to participate as consultants.

The participants of the Faculty Workshop, along with the faculty and administrators who form the Women's Studies Faculty (about 50% of the faculty), form the core group which has worked toward implementing the mission of the college within the academic curriculum.

DIANE L. FOWLKES
CHARLOTTE MCCLURE

A Model for Gender-Balancing the General Curriculum in Higher Education

Georgia State University

A predominantly female group of about 15 Georgia State University faculty, staff and students who were interested in research on woman met in the spring of 1976 to discuss common interests, air grievances and devise strategies for creating an atmosphere more conducive to their intellectual pursuits. A natural progression was to develop new undergraduate courses on woman in the various disciplines and to have these new courses accepted by the faculty as part of the curriculum. The Women's Studies Group decided that mounting a conference that brought together scholars/teachers presenting their research on woman would expose participants to the field and provide them with new ideas for research and course development and with strategies for changing the curriculum through gender balancing. Funding was obtained under the Women's Educational Equity Act in 1979.

The Model: Components

The objectives of the model are: (1) to develop, validate and present new knowledge of and about woman in the various disciplines; (2) to sensitize scholars/teachers in the disciplines and administrators to such new knowledge; (3) to provide (a) course modules and bibliographies for designing new courses that focus on woman or integrate knowledge of and about woman and (b) strategies for curriculum change; (4) to determine the extent to which gender-balancing is achieved.

The methods of achieving the objectives of the model are: (1) to assess the status compared to an ideal gender-balanced status and thus need for courses in liberal arts departments that focus on or include woman-related knowledge; (2) to mount a conference designed to bring the present status of the general liberal arts curriculum closer to the gender-balanced status by (a) calling for papers from the liberal arts and applied disciplines with special attention to the areas of need identified by the needs assessment, (b) validating the proposed research papers with the assistance of scholars in the disciplines and in Women's Studies, and (c) presenting the papers and strategies for gender-balancing in a multi-day conference; (3) to evaluate the achievement of objectives by the conference; (4) to provide conference participants with copies of conference papers and slides of art exhibition to aid in course development and curriculum reform; (5) to assess the post conference status, in liberal arts departments, of courses that focus on or include woman-related knowledge; and (6) to determine the effects of the conference on gender-balancing the higher education curriculum.

A conference, "A Fabric of Our Own Making": Southern Scholars on Women, was held on March 4-7, 1981 at Georgia State University, Atlanta. The conference was attended by about 250 people from all states in the region as well as from other places, people varying by sex, sexual preference, race and age

by type of institution, including community-based groups, and by type of position (student, faculty, administrator). The conference integrated the aesthetic with the cognitive and social aspects of knowledge through enveloping the conference setting with the art exhibition and including artistic performances as panels with discussion. Keynote addresses and a simulation of faculty taking charge of gender-balancing were included with a variety of disciplinary and interdisciplinary panels.

The post-conference evaluation survey will be administered during Fall 1981, and the final evaluation of the effects of the conference on gender-balancing will be completed by the end of March 1982.

JOANN FRITSCHE

Pilot Project: Women and the Curriculum
University of Maine at Orono

A number of faculty want and need to address a number of questions about the substance and quality of the new research by scholars in their own and related fields, prior to their making any decision about the extent to which incorporation of pertinent new research and new perspectives about women or female experience might be valuable for their students and appropriate for their own courses, programs, and research interests. Therefore, in response to a proposal from an ad hoc committee on Women and the Curriculum, the President of the University of Maine at Orono designated $20,000 to be used for development and implementation of a pilot project during the Spring and Summer, 1981.

The primary components of the program are:

1. A structure to enable four faculty teams (one male and one female faculty member on each team) to develop criteria, suggested guidelines, and materials to assist faculty to infuse scholarship and materials about women and by women into regular academic courses and programs in 1) a humanities field, 2) a social science field, 3) education, and 4) a science field.

2. Two faculty seminars (March 4 and April 8, 1981). Outside consultants were asked to speak at a session open to the campus community, in addition to leading a working seminar for faculty who are interested in working on curriculum analysis and infusion.

3. A faculty colloquium -- held in May, 1981. The colloquium was open to all faculty and administrators, campus wide. At the colloquium, faculty who have been involved in the pilot project, as well as an outside consultant with a national reputation, shared information, materials, questions, and perceptions with others who are concerned about quality and equity in education. (Eighty of our 500 faculty participated in the colloquium.)

4. Development of Women and the Curriculum Resource Materials Center.

The $20,000 grant has been used to support 1) stipends for the faculty teams; 2) honoraria and travel expenses of guest speakers and consultants; 3) purchase of books, journals, and curriculum development packages; and 4) faculty/administrative travel to pertinent conferences and workshops.

EVA HOOKER

Woman for the Year 2000

Saint Mary's College Notre Dame, Indiana

Curricular Change at Saint Mary's

In 1975, the College was chosen to participate in a national project, the Project on Institutional Renewal through the Improvement of Teaching, sponsored by the Society for Values in Higher Education. The main thrust of the Saint Mary's project was to strengthen the humanities by means of a pilot program in the liberal arts and a series of seminars and workshops in course development and teaching strategies. At the end of the participation period in the Project on Institutional Renewal, Saint Mary's College had in place a series of tandem, thematic, and sequence courses. The College had also successfully mounted a series of faculty development projects which supported creative and divergent efforts of individual faculty members in course construction. Other activities involved groups of faculty members in an examination of specific teaching problems. As the College moved into the late seventies, the pressures of the job market, the changing roles of women, and the emergence of a renewed and different Catholic Church, provoked concern on the part of the students, faculty, and the administration that the education the College offered its students prepare them to write well, think in ways which linked disciplines rather than split them, make complex value judgements, and mature as thinking, feeling, independent persons prepared to bring to their lives and the lives of others the old values of liberal learning.

New Directions for the Eighties: The Freshman Program

The College, after four years of modest and successful curricular change, needs to provide for itself a period of "radical reflection" as it moves into the eighties--what Eva Brann has described as an intellectual process which leaves no question unasked and pushes as far as possible into the depths of things. A complete consideration of the needs of the College, the students, the faculty, and the times must take place before the College plunges into major curricular change. The first part of this proposal, radical reflection, is the intellectual process which will provide the rationale for change in the curriculum.

What is necessary now is a more radical kind of questioning and thought. The Committee on Teaching and Learning and its predecessor, the PIRIT team, have pressed for a deeper commitment to the changes made so far, a commitment which would require <u>each</u> woman joining the community of students at Saint Mary's to take one or more of a special series of courses designed specifically to organize in a new way what she already knows and what she will learn. The presumption is that new organization of disciplinary lines, new questions which reorder old learning and juxtapose the disparate ideas of new learning, will help the student to discover new starting points for herself. Her new beginning as a freshman at Saint Mary's will prepare her for other new beginnings in thinking, in imagining, and in willing for herself. The woman who knows something in a new way sees herself and her world in a new way. Her ability to search, to inquire, to discover for herself develops more quickly when she ranges through ideas and disciplines fused by likeness and difference. Saint Mary's, in the next three years, will design for all its lower division students a series of tandem, sequential, and thematic courses.

The Writing Program

The writing program at Saint Mary's is multi-disciplinary in nature. A large number of the courses already taught in the pilot program were courses in the writing program. Since the program is unusual and growing and it might

prove to be a useful model for other interdisciplinary efforts, an evaluation of the program will be mounted and new directions in the teaching of writing and thinking explored.

Woman for the Year 2000

As both a part of the lower division program and in an attempt to develop budding cross-disciplinary efforts between the major departments, a series of programs and colloquia will be planned entitled Woman for the Year 2000. Woman for the Year 2000 will provide opportunity for reflection and major curricular change as more understanding of the current debate on the role of women is garnered. Woman for the Year 2000 will be a series of student-faculty-community conversations which will by means of outside facilitators identify the questions which need to be asked, search for answers, plan and design new courses and new ways of teaching. For example, questions about women and power might be raised. Faculty and students would examine the ways Saint Mary's College educates and fails to educate women in the constructive use of power. Courses in history, literature, and politics could be redesigned, taught in conjunction with one another, and planned to provide a rational examination of a very emotion-laden issue. Woman for the Year 2000 is a way of organizing thought in a new way. Instead of asking the usual questions about what the College wants the students to know, we are asking in what kind of thinking will women have to be skilled in the future. The presumption here is that perhaps their thinking will need to differ radically then and that therefore the curriculum will need to differ now. Woman for the Year 2000 will encourage disciplinary shifts, new interdisciplinary arrangements, and intellectual change in both teacher and student. The end result? A curriculum which will pay attention to altering modes of thought and change accordingly.

Women and Justice

The problem we at Saint Mary's College need to address is essentially one of the relationship between Catholic higher education for women and social justice. We have a unique position in being an institution within a well articulated tradition of social justice. This tradition can provide a structure for the analysis of contemporary issues. The world we live in is characterized by global interdependence, increasing complexity on all levels, scarcity, and increasing demands from poor nations. The nation we live in could be characterized as emphasizing material growth, competition, development of technology, rationalism and individualism. We seem to be rapidly approaching our limits materially, ethically, and humanly. As educators and scholars we need to anticipate, to define strategies for evaluating and responding to issues that are, in small ways, now beginning to force our awareness to a broader level of focus. We need to develop skills in our students that will allow them to respond to these issues.

Public Program

A public forum would be provided for that intellectual change in the spring of 1982. The College will celebrate the 25th anniversary of its fine arts center, the first such major building for the arts in northern Indiana. As one part of its anniversary program, the College will sponsor an invitational symposium--Woman for the Year 2000: The Muses, the Arts, and Other Ancient Sisters. At that time, we hope to provide time, space, and art forms which will celebrate the future of education for women.

SUSAN KIRSCHNER

Faculty Development Seminar Model
Lewis & Clark College, Portland, Oregon

A month long Faculty Development Seminar on Women's Studies has just been completed at Lewis & Clark College. The purpose of the seminar was to help faculty members teaching in the core general studies program prepare to incorporate materials and perspectives on women into their courses.

Lewis & Clark is a four-year college with a strong commitment to the liberal arts. The college's general education program is intended to balance the specialization that students experience within their majors. In 1977, the college received a one-year NEH planning grant to teach and refine some pilot courses; in 1979, the college received an NEH development grant to assist in developing the core part of new general education requirements. The new General Studies Program is comprised of two requirements: a year-long Society and culture sequence and a one-term Contemporary Issues course.

The NEH grant funds have been used in two major ways: release time for course development by faculty and a series of summer seminars for faculty. The second of three seminars was held this summer on Women's Studies.

The seminar was composed of 17 faculty members, who met every day for three hours, and a Women's Studies librarian. Faculty received stipends and agreed to teach in the General Studies Program within the next two years. Participants did extensive reading, both before the seminar began and during the seminar. Four visiting scholars, from history, psychology, anthropology, and literature, each led the seminar for one week. In the afternoon, these scholars met with individuals to discuss topics of mutual interest, with Society and Culture teams to assist with course preparation, and with the librarian to go over library holdings and make recommendations for acquisitions.

Evaluation and follow-up activities include documentation and assessment of the effect the seminar has had on faculty participants' inclusion of women in course content, conceptualization of her/his discipline, and on participants' and students' classroom interaction.

PAUL LAUTER

Mainstreaming Women's and Minority Studies in American Literature Courses
The Feminist Press, Old Westbury, New York

There is widespread agreement about the importance of revising introductory American literature courses to reflect the work of Women's and Black Studies scholars. Such courses are the primary means for introducing students to the literature, and often the culture, of the United States. In fact, however, as a survey we have done indicates, such courses have changed little. Works by few white women, fewer Black men, and hardly any Black women are included in most survey courses; nor do the principles of organization and selection in such courses significantly reflect two decades of new scholarship. Indeed, courses do not even display the minimal changes represented by one or two American literature anthologies.

This project is designed to integrate the scholarship and curricular development of minority and women's studies into the mainstream represented by introductory American literature courses by three means. First, we shall gather, edit, and publish a volume of syllabi, bibliographies, and related materials from, and brief essays about, courses which have begun to be changed. Such materials, published in the form of a series of Female Studies volumes, proved to be quite valuable in the development and institutionalization of Women's Studies during the 1970's.

Second, we shall hold a two-week Institute in the early summer of 1982. The Institute will concern practical problems of changing courses and institutionalizing change, but it will primarily be focused on defining "standards of selection" for works used in such courses and in American literature anthologies. We shall disseminate such "standards of selection" in a number of ways, and they shall also provide the basis for the third element of this project: namely, the development of a new anthology of American literature, based upon revised principles of inclusion and organization.

Beginning work on the new anthology will be the third task of the Institute; that work will continue through the second year of this project, during which the collection of syllabi will be published and progress toward changing American literature courses in institutions which send participants to the Institute will be assessed.

Institute participants will be chosen, first, on the basis of commitments by their colleges or universities to use them as "trainers of trainers," that is, to provide leadership within English departments toward changing basic American literature courses. Other participants will be individual faculty who have undertaken revisions of their own courses and key decision-makers in colleges and universities interested in such change.

PEGGY MCINTOSH

Faculty Development Program
Wellesley College Center for Research on Women

A five-year grant from the Andrew W. Mellon Foundation enabled the Wellesley College Center for Research on Women to provide fellowships to New England college and university faculty members for research on women which would lead to a balancing of views of men and women in the undergraduate curriculum.

Thirty-six Faculty Development grants have been awarded to individuals in seventeen different institutions over a four-year period. Recipients teach in fifteen different academic areas, ranging from biology to classics to anthrolopology to political science. Grantees come from a wide variety of institutions, both public and private. Under the terms of the award, up to half of the grants might go to Wellesley College faculty. In the end, fifteen of the thirty-six grantees were from Wellesley.

The aim of the program, which will end in October, 1981, has been to create a campus and regional network of faculty who would reexamine the assumptions behind each of the academic disciplines, do the research on women which is necessary to any reconstruction of the curriculum along feminist lines, and then teach courses which pass onto students a far wider "construction of reality" than is transmitted by the established curriculum.

The grant program was unusual in that it required no written product. It aimed to produce new knowledge, a new kind of teaching, new perspectives on the old curriculum, and a new understanding of how broad our reconstructed base of knowledge could be. Each recipient received up to one-half a year's paid leave to do research on women, and to attend monthly meetings of the Mellon seminar, composed of the group of grantees in any given year. The Mellon seminars were designed to create and sustain a regional network of women from diverse institutional settings so that work done for the grant year would not be done only in private but would be shared and discussed. The first two years' seminars were based around the themes of Women's Language and Women's Networks. In the third year, the format shifted. Each grantee was asked to present an account of her work in progress and also to discuss Women in the Liberal Arts Disciplines by addressing two questions: What is the basic content and methodology of my academic discipline? and How would my discipline need to change in order to reflect the fact thatwomen are half of the world's population? During the fourth year, the group discussed work in progress and topics within the general theme of Women in the University. Grantees therefore did some collective theoretical and analytical work on ideas and institutions as well as carrying on individual work toward curriculum change.

The required activities within the grants program were simply research on women which would lead to a curricular change and participation in the monthly seminars. In line with these requirements, the selection committee, a panel composed of nine faculty and administrators from five New England institutions, had two chief criteria in mind when evaluating applications: the intellectual liveliness and soundness of the proposal and the likelihood that it would actually lead to curriculum change.

SHERRY O'DONNELL

A Project for Curricular and Instructional Development in Women's Studies
University of North Dakota

In 1980, the Women's Equity Committee, a Committee of the Vice-President for Academic Affairs at the University of North Dakota, received money for curriculum and instructional development in Women's Studies from the University's Office of Instructional Development. Under the terms of a Bush Foundation award for improvement of instruction at the University, the Office of Instructional Development gave $7,050 to twenty faculty members from the Colleges of Nursing, Business, Engineering, Fine Arts, Education, and Arts and Sciences. They attended three workshops on integrating Women's Studies into the traditional curriculum, then wrote essays describing their research, course revisions, and curriculum designs for integrating the new scholarship on women into their classrooms. These essays will be published in a Handbook on Women's Studies, to be distribed to UND faculty and educators throughout the state. Selections from the essays will be featured in the September issue of Plainswoman, a regional magazine edited by UND faculty/staff women. Funded by the grant to the Women's Equity Committee, the September issue concerns women and higher education and will be distributed to UND faculty.

The University of North Dakota, a state-supported coeducational school of approximately 10,000 students, does not have a formal Women's Studies program. Since 1973, however, courses on specific topics in Women's Studies have been offered. The Women's Equity Committee offered UND faculty stipends to attend the workshops, opportunity for publication, and a chance to exchange ideas and information with colleagues from other disciplines on campus as well as with nationally-known scholars.

The workshop participants heard lectures and held discussions with Women's Studies scholars in the humanities, the social sciences, and the natural sciences. They viewed films on math anxiety, methods of Women's Studies research, and rural women. Using a set of case materials designed to introduce the concept of sexism in academia (curriculum, teacher/student relationships, hiring and promotion, etc.) faculty members participated in role-playing and mock committee meetings.

Curriculum Development

Faculty developed new courses in mathematics and business; made suggestions for integrating courses offered by the Department of Social Work and into nursing education.

Academic Advising

Faculty designed a brochure for undergraduates explaining how to integrate Women's Studies courses into their majors, do Women's Studies research as independent study projects, or design a major in Women's Studies through the University's Honors Program.

Faculty revised career counselling techniques inhibiting women in the Department of Guidance and Counselling.

Research

Faculty did research on salary inequities at UND; theories of women's low wage and occupational status; sex role stereotyping in teacher education and language textbooks; bibliographical essays on women and anthropology, women and music education, impact of Women's Studies on professional organizations.

BETH REED

Conference on
"Toward a Feminist Transformation of the Curriculum"
The Great Lakes Colleges Association

The idea for establishing a Women's Studies Institute emerged within the GLCA Women's Studies Committee in 1978 as we considered ways our Program could help faculty in our own twelve colleges in their efforts to transform the curriculum. The first GLCA National Summer Institute in Women's Studies took place July 12-August 1, 1981, at the University of Michigan. Substantial support for the first two years of the Institute has been provided by a grant from the Lilly Endowment. Subsequent Institutes are intended to be self-supporting.

The Institute was designed for people already engaged in feminist studies at the college or university level: classroom teachers, librarians, academic administrators, and researchers committed to a feminist transformation of the curriculum. Major components of the Institute were a theory seminar, "A Feminist Critique of the Structure of Knowledge," and a teaching and curriculum workshop, "Women's Studies Teaching Issues, Strategies, and Course Design." These two kinds of sessions ran throughout the Institute, with shared staff, so that participants received intensive, complementary experience in the two most neglected areas of feminist studies: critical theory and an exploration of women's studies teaching issues and teaching approaches. In addition, participants pursued individual or team projects related to their institutional settings.

Interspersed with the above activities were special lectures, performances, and workshops that served several functions, including the presentation of new scholarship in specific fields; exploration of the full personal, social, and political implications of feminist scholarship and teaching; development of new and liberating imagination through the special contribution of the arts; and the building of community and a continuing network among participants.

The 48 participants selected for the first Institute were from all regions of the United States; two were from The Open University in Great Britain; and one was a Swiss citizen currently at the University of London. They represented a range of disciplines and administrative experience and diverse kinds of institutions: state universities, community colleges, and both women's and coeducational liberal arts colleges. Individual projects included the development of new women's studies courses, the transformation of traditional courses, and various plans for women's studies curriculum development and the incorporation of women's studies into the general education curriculum.

RUTH SCHMIDT
BONNIE SPANIER

Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts

Wheaton College, Norton, Massachusetts

Wheaton College is a women's college, committed to the education of women for almost 150 years.

Under a three-year grant from the Fund for the Improvement of Postsecondary Education, Wheaton is engaged in integrating the study of women into the core of the curriculum through a systematic examination and revision of introductory courses in all disciplines where faculty express a conviction that research on women is relevant. We are monitoring the process of institutional change to develop a case study of our experiences. Both the new curricula and the case study will be shared with other interested institutions at a dissemination conference in 1983.

The major products of this project will be curricula for enriched introductory courses and a case study describing the process of change. Our intended outcomes are (1) To provide Wheaton students with a balanced view of human existence as reflected in an inclusive liberal arts curriculum; (2) To encourage students to seek out more information on women's roles and concerns; (3) To encourage faculty to become aware of and study the research on women in their discipline and as an interrelated body of knowledge; (4) To serve as a prototype of an inclusive curriculum of liberal learning. This project spans three academic years, starting in August, 1980, and involves three stages of activity: (1) self-assessment, (2) curriculum development, and (3) preparation of a case study, including evaluation and dissemination.

Methods for self-assessment and faculty education in Stage 1 include faculty and student questionnaires, a self-assessment conference, colloquia, faculty workshops and attendance at national meetings. The specific methodologies for Stage 2, curriculum development, are evolving from the self-assessment process and are being tailored to varying departmental needs. Resources are applied, in both stages, to faculty released time, summer support, and short- and long-term visiting scholars. Stage 3, development of a case study, traces the process of curriculum change and will serve as the basis of a dissemination conference at the end of the project. The case study is intended to pinpoint critical events in the project's development to underscore those elements which will make the Wheaton experience and our curriculum model applicable to other liberal arts colleges.

Faculty Conference: A two-day conference of faculty, administrators and student leaders was held at the start of the fall semester, 1980. This conference formally inititiated the faculty's cooperative self-assessment process in which faculty members consider the relevance ofthe new scholarship about women to the Wheaton curriculum and then determine appropriate curricular revisions.

Intensive Workshop for Faculty: Introduction to the New Scholarship about Women. More than twenty faculty members regularly attended a one-week interdisciplinary workshop during Wheaton's January intersession, and more than fifty (from a total of 130) attended at least one session during the week. Eight outside scholars established a solid foundation for the new scholarship about women

in their fields, focusing on specific research and discussing the impact of these new perrpectives on traditional disciplines. Classic articles in women's studies were provided, and the workshop participants discussed their concerns about the new scholarship and its impact on curriculum. The lectures were recorded for future use. Participants were awarded a stipend for women's studies books related to their interests.

BETTY SCHMITZ

A Project to Achieve Educational Equity Through Curriculum Reform
Montana State University

In 1979 Montana State University received funding from the Women's Educational Equity Act Program (WEEAP) for a two-year curriculum development project titled "Seeking Women's Equity Through Curriculum Reform." The forty faculty members from the university's seven schools and colleges who participated in the project evaluated textbooks and curriculum materials for sex bias, conducted new research on women, and revised standard courses to reflect the results of their research. Project research and development led to both substantial revisions within courses throughout the university curriculum and to change in the faculty participants themselves.

Montana State University, a state-supported coeducational institution of approximately 10,500 students, has never had a Women's Studies program. The grant proposal submitted to and funded by WEEAP identified incentives most likely to invite participation of faculty from a variety of disciplines: a yearly stipend of $1,500 for project research and development, ongoing technical assistance and consultation with project staff, seminars with nationally known consultants, and the opportunity for publication.

Faculty involvement in project activities spanned six quarters. During winter and spring quarters 1980, faculty participants attended a seminar series on issues of sex bias in higher education with nationally recognized scholars. Also during spring quarter faculty analyzed textbooks, course content, and classroom interaction for sex bias and submitted research reports highlighting their findings. Over the summer they conducted research on women and prepared proposals for course development.

In September 1980, a panel of outside consultants and faculty peers was convened to review the proposals. Faculty incorporated revisions based on the panel review into new courses and materials which were then field tested during winter and spring quarters. Their final reports on course development and implementation were submitted at the end of May 1981.

Research. During the first phase of the project, faculty participants initiated individual research projects to investigate problems or issues they had identified in their own fields. Three types of research studies emerged: content analyses of textbooks (e.g. "Treatment of Women in Anthropology Text"); surveys/questionnaires (e.g. "Student Success in Agricultural Engineerings"); and literature reviews (e.g. "Women in the History of Mathematics"). Faculty used the research results to delineate areas for subsequent course development.

Curriculum Development. Materials developed to respond to research findings fell into three major categories:

(1) Guides for identifying and integrating information on women into existing courses (e.g. "Guide for Integrating Women-Related Content into Psychology Courses");

(2) Awareness materials for faculty and students (e.g. "Guide to

Advising Women" and "Guidelines to Eliminating Sexism in the College of Agriculture");

(3) Course materials -- the three types of course materials developed correspond to recognized stages in Women's Studies development -- new courses focusing on women (e.g. "Sex Differences in Communication"); new units added to existing courses (e.g. a unit on sex bias for "Nursing Trends and Issues"); and new materials on women integrated throughout existing courses (e.g. this approach was used in "History of Montana" and "History of Broadcasting").

MARILYN SCHUSTER

SMITH COLLEGE: PROJECT ON WOMEN AND SOCIAL CHANGE, CURRICULUM GROUP

The Project on Women and Social Change at Smith College, funded by grants from the Mellon Foundation and Monticello, has been active since 1978 and is currently funded until 1984. It is an inter-disciplinary, cross-cultural research group that originally had seven Principal Investigators (there are now eleven) from the social sciences and the humanities. Work-in-progress seminars, lectures, colloquia and summer workshops have opened up the Project to the broader Smith community, the Five Colleges and a variety of visitors.

In June 1981 planning started for a Curriculum Group that will seek to integrate the research and concerns of the Project more directly into the curriculum. Plans are still tentative and funding is on a year-to-year basis; what follows is an outline of our underlying purpose, intentions and initial plans.

1) Overall concept

The initial impetus for this group at this point in the Project's evolution is the desire to integrate our research concerns more directly into the curriculum. The goals are both curricular and pedagogical. How can we more effectively infuse our syllabi with the substance not only of our personal research but of the research all of us are doing and also, can we begin to look more closely at pedagogy -- how can the classroom dynamic be changed to embody more directly the value placed on participation, individual discovery and group collaboration that has informed our own work?

The ideal would be to find a way at the Sophomore level to:

1)give students a more coherent, cross-disciplinary sense of women's experience;

2) provide a basis for a feminist critique of the conventional disciplines even while the students are learning the methodologies of those disciplines, ie. make clear the limitations and hidden criteria of disciplinary methodologies as well as the strengths and usefulness of the perspectives they represent;

3) find a way to expose students who are beginning to concentrate in one discipline to the basic methodologies/perspectives of other disciplines. For example, a student beginning to concentrate in the social sciences would learn also what questions are being asked in literature and how; ideally she might begin to integrate her own thinking and to make links among different fields at a time when students are encouraged to become more narrow in focus;

4) facilitate student participation in the learning/teaching process so that discovery is more active for the individual involved.

2) Plan and rationale

The plan thus far entails two separate components each of which will proceed through a number of stages.

a) Course clustering

The first component involves the clustering or loose linking of several (number to be determined) courses in different departments that each have as a primary focus, the experience and achievements of women. The first stage of course clustering, tentatively scheduled for Spring 1982, would involve discussion among the faculty teaching the courses to determine the best means for linking the syllabi. In the first stage, the main instrument for linking the courses will be a common, obligatory lecture series with a lecture approximately every other week at a mutually convenient time. The intention of the series is to introduce all of the students to the key questions of methodology governing each of the disciplines represented by the courses. Focussing on a central theme such as "Women and Power," the lecturers will consist of a mixture of Smith faculty and distinguished guest speakers agreed upon by the faculty involved.

In more advanced stages the syllabi of cluster courses (which could shift from year to year) might be more closely integrated. For example, all students might read a book or two in common and analyse them from the academic perspective they are primarily committed to learning that semester. There might be common writing assignments, peer learning or other activities that would combine students from the different courses.

The reason for pursuing this line of curricular development is twofold. It recognizes that we already have on the books a number of courses concerned with women's experience and that the faculty and students involved in those courses would profit from greater coordination of effort. Also, because clustering can be done without fanfare or a lengthy procedural itinerary, we can start immediately and retain a high degree of flexibility.

b) Pedagogical workshops

Summers can be used to discuss and develop pedagogical methods better suited to our needs than current practice. In the summer of '82, for example, a two week workshop on "case study method" is planned not only for "cluster" faculty but for others interested in revitalizing teaching methods in this way. In later summers and at key moments in the academic year, consultants who have been engaged in the development of feminist pedagogy could be brought in to give us fresh insight and guidance.

CAROL STONEBURNER

"Mainstreaming" Women's Studies
Guilford College, Greensboro, North Carolina

Guilford College is a co-ed liberal arts college with a resident population of about 1,000 students and a continuing education student body (mostly employed adults) of about 450.

In 1974-75, Guilford was awarded a small Faculty Development Grant in Women's Studies from a Title III grant to the three-college consortium (Greensboro College, Bennett College and Guilford College). The purpose of the grant was to start a Women's Studies Program to (1) encourage faculty members to incorporate the study of women and issues related to women in their regular curricular offerings, and (2) to establish some special women's studies courses. The college agreed to pay a Women's Studies Coordinator (part-time salary, equivalent to teaching one course each semester).

The faculty development model, using the interdisciplinary base of a required freshman interdisciplinary course (has involved 60% of the faculty), continues to be the primary way of work. Eleven Women's Studies courses have been taught and several more are developing. However, incorporation of Women's Studies into the curriculum continues to be the main goal.

80% of the faculty have been involved in some parts of the "intellectual consciousness raising" program listed below. More than one-fourth of the possible courses in the curriculum now have a Women's Studies component. The freshman required interdisciplinary course and most required freshman English courses have Women's Studies components. About a quarter of the faculty believe themselves to have been involved in active scholarly work in Women's Studies within their own discipline.

1974-75 Workshop on WHAT IS WOMEN'S STUDIES?
Retreat on IMAGES OF WOMEN IN LITERATURE ABOUT BIRTH AND REBIRTH - collected readings served as basis of discussion.

1975-76 Conference (students and faculty) on WHAT IS "NATURAL" TO SEXUALITY?
Faculty Study Group on WOMEN AND 19TH CENTURY MEDICINE - collected readings.

1976-77 Consultant on Women's Studies - Dr. Elise Boulding, University of Colorado (Sociology)
Conference (students and faculty) on WOMEN AND WORK - 9 speakers
Lecture series on AMERICAN QUAKER WOMEN
Consortium Grant on WOMEN IN THE ARTS - Guilford program - Marge Piercy - poet and novelist
Colloquium series on WOMEN AS SHAPERS OF CULTURE (Social Sciences) - Weekly faculty lecture series in fall
Colloquium series on WOMEN AS SHAPERS OF CULTURE (Arts) - Weekly lecture/demonstration series by faculty in the arts and local artists, dancers, etc.
2 issues of Guilford Review - using papers given above

1977-78 Faculty Study Group on THE UNDERSIDE OF HISTORY - Elise Boulding (Sociology)
Psychology Department all planned and taught in course on PSYCHOLOGY OF MEN AND WOMEN
Colloquium series on SEX ROLES
Guilford Review used paper from SEX ROLES Colloquium
Faculty Study Group on ANDROGYNY

(over)

1978-79 Faculty Study Group on MOTHERING
Colloquium on THE HERO
Faculty Study Group on METAPHOR OF HUMAN SPACE
Interdisciplinary Symposium on AMERICAN QUAKER WOMEN AS SPACE SHAPERS OF HUMAN SPACE

1979-80 Lecture - FIVE QUAKER WOMEN AND EDUCATION - Helen Hole
Faculty Study Group - WOMEN AND POETRY

1980-81 Faculty Study Group on HUMAN SEXUALITY
Co-sponsored a Conference with DOROTHY DINNERSTEIN, Mermaid and Minotaur, Rutgers (Psychology)
Consultant on WOMEN AND LABOR HISTORY and WOMEN AND WORKERS EDUCATION - Dr. Alice Hoffman, Radnor Center - Penn State (Labor History)
Planning 1981-82 Conference on WOMEN AND WORK - INTERCULTURAL PERSPECTIVE

EMILY STOPER

Incorporating Women's Studies into the Broader Curriculum

California State University, Hayward

Women's Studies on the Hayward campus is very small and was not expanding -- at a time when other Women's Studies programs around the country and here in the Bay Area are quite large and getting larger. This project's main purpose was to expand women's studies content in the curriculum -- primarily through the incorporation of more women's studies material in the regular curriculum, secondarily by attracting more students to the women's studies courses offered both within the departments and under the official heading "Women's Studies" and by stimulating the offering of more women's studies courses in the departments.

The heart of the project was the Faculty Development Course, taught in the Winter Quarter 1979 to 12 faculty members, each of whom received 2 units of assigned time. The course was team-taught. The final list of faculty proved to be exactly a "lively mixture of women and men, feminists and sexists" and people from a variety of disciplines.

Since people's interests varied so widely, each faculty member had to pursue his or her specialized area through work done outside the classroom under "contract" with the two instructors. Work was done on at least 6 new courses: Sociology of Women (to be offered Summer 1979); Women in Management; Women in Twentieth Century French Literature; Women in French Film; Women in Sport (to be offered Fall 1979); and Women at Work (to be offered Winter or Spring 1980 by myself and the woman from Management Sciences). Two annotated bibliographies were produced, one on sociology of women, the other on women in development. In addition, class presentations were made by six of the twelve "students" in the class.

The rest of the class time was spent on a series of lecture/discussions led by two instructors. There were also exercises involving the students filling out scales about their masculinity/femininity/androgyny and their work and family orientation, followed by extended discussion of the meaning of these scales, the findings when these scales were given to large samples and what kinds of behavior the various items on the scales correlate with. Follow-up activities include colloquia and one-day workshops on individual topics.

MARY RUTH WARNER

Black Studies/Women's Studies Faculty Development Project

University of Massachusetts/Amherst and Smith College

"The Women's Studies Program at the University of Massachusetts/Amherst was established in 1974 through the efforts of students, faculty, staff, and community women. The Program is dedicated to creating a forum in the academic community for the development of frameworks and methodologies which integrate women's experience and scholarly disciplines, and which ultimately will provide the incentive and expertise necessary to effect change in the larger community. At present, the Women's Studies Program offers an individualized major and a certificated minor to students interested in designing a course of study suited to their own interest and goals."*

While one of the goals of the Program is to foster the mainstreaming of women's studies into the university curriculum, our primary focus has been the development of women's studies as a discipline. However, we are and have been involved with a few "mainstreaming" activities such as the women's studies course description guide, the women's studies colloquium series and a Five College Women's Studies Faculty Development Seminar. The course description guide, published each semester and available to all students, offers a listing of approximately one hundred courses offered by the Program and courses in departments that focus on women's issues, as well as Five College Courses of interest to women's studies students."** Letters sent to several faculty requesting information on potential course listings, over the years have encouraged some faculty to restructure courses to address contributions of women in particular disciplines and others to design courses with a feminist perspective. The Women's Studies Program Colloquium Series has had similar impact since it serves as a five college forum for faculty presentations of research on women. The faculty seminar, funded by a grant from the Mellon Foundation through the auspices of the Wellesley Center for Research on Women, held in the fall of 1978 for women's studies faculty in the five college area, was organized around the topic of "Interdisciplinary Methodology and Women's Studies." This seminar was highly successful in bringing together in dialogue faculty from several campuses and many disciplines.

Another important aspect of our efforts has been the mainstreaming of the subjects of black women and racism into the women's studies curriculum. In the spring of 1979, the Women's Studies Program sponsored a two-day conference for faculty and students entitled "Racism, Black Women and the Teaching of Women's Studies." The conference drew a large audience from the five colleges and is remembered by many as an intellectual turning point. Some of the results of the conference were the inclusion of mandatory courses in cross-cultural perspectives for women's studies students, changes in the Program's public programming--for example, presentations about and by black women have become a major aspect of the Women's Studies Colloquium Series--and the creation of a year-long course by a five college faculty member called "The Significant Role of Black Women in Women's Studies." To continue our efforts in this direction, the Program has been awarded a FISPE grant for a Black Studies/ Women's Studies Faculty Development Project for the next two years.

Jointly sponsored by the Afro-American Studies Department at Smith College and the Women's Studies Program at the University, the Project will bring together a group of up to twenty faculty from the five colleges in an effort to build the intellectual and methodological, curricular and pedagogical connections between the inter-disciplinary fields of Black Studies and Women's Studies. Working together as each other's resource persons, the faculty will attempt to remedy the male bias of the field of Black Studies and the white, middle class bias of the field of Women's Studies. To accomplish this the faculty will participate in a two-year long seminar which will address: theory and methodology, research on Black women, pedagogy, strategies for cooperative enterprise. The product of the first year's seminar will be new courses to be taught at participants' home institutions the following year; the product of summer activity will be an annotated bibliography focusing on race and gender in the courses. In the second year, the faculty will teach the new courses; continue as members of the seminar which will then focus on pedagogy; present a regional conference in January entitled "Black Studies/Women Studies--Building Coalitions"; and produce a publication containing essays, model courses, annotated bibliographies so that their work may serve as a guide for faculty in other places.

* from the brochure, "Women's Studies, University of Massachusetts."

**the Five College Consortium consists of Amherst, Hampshire, Mt. Holyoke, and Smith Colleges and the University of Massachusetts, Amherst.

APPENDIX C

Resources for Curriculum Integration: An Annotated List

This list of resources is reprinted with permission from the October, 1981 issue of the Forum for Liberal Education on "The Study of Women in the Liberal Arts Curriculum" The Forum is published by the Association of American Colleges, 1818 "R" St., N.W., Washington, D.C. 20009 Single copies are available for $2.

RESOURCES

Beck, Evelyn Torton and Sherman, Julia A., eds. *The Prisms of Sex: Essays in the Sociology of Knowledge*. Madison, WI: The University of Wisconsin, 1979.

The essays included in this volume were first presented at a 1977 conference titled "Prism of Sex: Toward an Equitable Pursuit of Knowledge." According to sociologist Jessie Bernard "prism of sex" suggests that "knowledge about a world seen through one sex may not be the same as knowledge about a world seen through the eyes of the other." The essayists respond to the editors' question "what (would) our fields of knowledge now be like if women had been present in numbers and positions equal to men?" For example, in "Clio's American Daughters: Male History, Female Reality," Nancy Schrom Dye suggests that a new history which examines both public and private lives would ask questions about the nature and uses of power and about the female culture shaped by women's places in American society. Other essays explore similar themes in the fields of literature, psychology, sociology, philosophy, and political science.

Feminist Periodicals: A Current Listing of Contents.

Published bimonthly by the women's studies librarian-at-large in the University of Wisconsin system, this listing aims at creating public awareness of feminist periodicals. Journal listings provide information on the frequency of publication, subscription prices, editor and address, and the periodical's purpose and focus. Each issue includes the table of contents page from current issues of major feminist journals. Available free from Linda Parker, Women's Studies Librarian-at-Large, 112A Memorial Library, 728 State St., Madison, WI 53706. (608) 263-5754.

The Feminist Press, Box 334, Old Westbury, NY 11568 (516) 997-7660.

The Feminist Press, now in its eleventh year, publishes books of interest to individuals, researchers, and curriculum planners on the topic of women's studies. The 1981-82 catalogue divides the Press titles into such subject areas as feminist classics, medicine and health, women's studies teaching materials, and children's picture books. Of special interest are the volumes *Female Studies VI, VII, IX,* and *X*. These volumes focus on language and literature as taught in women's studies courses, disciplinary and interdisciplinary courses, the impact of women's studies on the foreign language curriculum, and the writings of women's studies students. (Earlier volumes of *Female Studies* are available from KNOW, Inc., P.O. Box 10197, Pittsburgh, PA 15232.) Other titles by the Feminist Press are *Women's Lives/Women's Work*, a twelve-volume series on the reality of women's lives from the beginning of American history to the present; *Antoinette Brown Blackwell*, a biography by Elizabeth Cazden; and *The Living Is Easy* by Dorothy West, a novel originally published during the 1940s. The Feminist Press also publishes the *Women's Studies Quarterly* (described below).

Feminist Studies.

The editors of *Feminist Studies* report that they are "committed to providing a forum for feminist analysis, debate, and exchange." Each issue contains historical and critical articles, poetry, artwork, and reports from the women's movement. Subscription rates for the three-times-a-year journal are $12 for individuals and $20 for institutions. Claire G. Moses, Managing Editor, Women's Studies Program, University of Maryland, College Park, MD 20742.

Frontiers: A Journal of Women's Studies.

Frontiers' purpose is to "publish a journal which bridges the gap between university and community women; (and) to find a balance between academic and popular views on issues common to women." Each issue features articles, book reviews, poetry, and short fiction, and relates to a theme such as women's oral history, mothers and daughters, and lesbian history. The first issues of volume 5 and volume 6 include proceedings from the NWSA first and second conferences, respectively. Issued three times a year, individual subscriptions are available for $11 (institutional rate—$18) from Kathi George, Managing Editor, *Frontiers*, Women's Studies Program, University of Colorado, Boulder, CO 80309.

Hinding, Andrea, ed. *Women's History Sources: A Guide to Archives and Manuscript Collections in the United States*. New York: R. R. Bowker Company, 1979.

This two volume set provides descriptions of more than 18,000 archival collections in the United States containing primary source information relevant to women. Entries include descriptions of documents and access information to the collection. entries range from the correspondence and diaries of unknown women to the journals of the sisters, mothers, and wives of famous men and the working drafts of contemporary women writers to the writings of famous women in American history.

Howe, Florence and Lauter, Paul. *The Impact of Women's Studies on the Campus and the Disciplines*. Women's Studies Monograph Series. Washington, D.C.: National Institute of Education, 1980.

The authors present a review of the available literature which evaluates the impact of women's studies. Their report cites a number of cross-sectional studies and includes a complete appendix listing information sources for various programs. Howe and Lauter stress the need for a longitudinal data base to study the variables which contribute to the growth of women's studies programs on different campuses and to provide a resource for persons interested in starting a program at their own school. Also included is a brief report on the activities of some professional associations in the area of women's research and status. Other titles in this monograph series are The Effectiveness of Women's Studies Teaching; The Involvement of Minority Women in Women's Studies; The Relationship Between Women's Studies, Career Development, and Vocational Choice; Re-Entry Women Involved in Women's Studies; Women's Studies as a Catalyst for Faculty Development; Women's Studies Graduates; and Women's Studies in the Community College.

Howe, Florence. *Seven Years Later: Women's Studies Programs in 1976. A Report of the National Advisory Council on Women's Educational Programs*, 1977.

The seven years in the title of Howe's report refers to the fact that by 1976 when she wrote her report women's studies had been a recognizable part of higher education for seven years. This report reviews women's studies programs at 15 colleges and universities which have entered "phase two" in their developmental stage. Phase two schools have moved beyond courses "on" women in a variety of departments drawn into a loosely organized program to having a paid administrator, line budget, and a curriculum listed in the official school catalogue. Howe reports on the schools' program sizes, budgets, personnel, degree and certificate options, and courses. She notes, for example, that the schools have begun developing courses about minority and third world women and offering programs centered around the theme of work and the professions.

Howe, Florence, ed. *Women and the Power to Change*. New York: McGraw-Hill Book Company, 1975.

Sponsored by the Carnegie Commission on Higher Education, this volume contains four reports by academic women on how the women's movement has affected their lives and how institutions will have to be transformed to accommodate these changes. The authors are Florence Howe, Arlie Hochschild, Adrienne Rich, and Aleta Wallach. For example, Hochschild describes how women academics are placed at a disadvantage in institutions organized around the employment of males with supportive families.

Lougee, Carolyn C. "Women, History, and the Humanities: An Argument in Favor of the General Studies Curriculum." *Women's Studies Quarterly* V.9, n.1:4-7.

Lougee, chairperson of Stanford University's Committee on Undergraduate Studies, argues that integrating material about women into courses such as Stanford's rigorous western civilization course is impeded by disciplinary definitions within the humanities themselves. Because the humanities as a discipline focus on the culture of a public, rather than private, domain; use formal genres established within exclusive academic disciplines as the major criterion for excellence; and seek a unifying image of humanity that generally overlooks women, women's culture does not easily find a niche in traditional western civilization courses. Lougee advocates, however, the establishment of

such courses as general education requirements. Her strategy for integration of women's culture into western civilization courses is the inclusion of intersecting points in traditional historic frameworks where comparison of men's and women's experience is possible. Such comparative treatments, Lougee believes, will expose enough inherent intellectual and substantive incongruities in the discipline to prompt expansions and redefinitions of humanistic concerns. This kind of disciplinary reassessment will thus require inclusion of women's culture in western civilization courses. Lougee's article generated additional arguments; see Groula, Christine and Munich, Adrienne. "Women, Literature and the Humanities: a Reply to Carol Lougee." *Women's Studies Quarterly* V 9, n.2:14-15 for a critique of traditional curricular treatment of literature. This reply to Lougee stems from the premise that literature, unlike history, does include women and that studying the nature of this inclusion offers different avenues for integrating women's culture into a curriculum.

Muscatine, Charles, moderator. "The Study of Women in the Liberal Arts Curriculum." Cassette-recording. Washington, D.C.: Association of American Colleges, 1981.

Muscatine moderated a panel discussion, at AAC's 1981 Annual Meeting, on how the new research on women changes the traditional curriculum. Also on the panel were Alison Bernstein and Jean Walton. The panel discussed the goal of women's studies to become a valid topic for academic research, the need to integrate materials on women into the traditional curriculum, and how to begin transforming the curriculum. A recording of the panel discussion on "The Impact of Women's Studies" also is available. The cost of each cassette tape is $6.50 plus a $2 postage and handling charge. When ordering refer to AAC and list the discussion titles. Speedy Tape, P.O. Box 39053, Denver, CO 80239. (303) 340-1980.

National Women's Studies Association (NWSA), Susan Gore, Coordinator, University of Maryland, College Park, MD 20742. (301) 454-3757.

Founded in 1977, NWSA strives "to further the social, political, and professional development of women's studies throughout the country, at every educational level and in every educational setting." Membership in NWSA includes membership in one of 12 regional associations, each with its own governance structure, conferences, and publications. Individual memberships range from $8-$28, are dependent upon level of income, and include subscription to the *Women's Studies Quarterly* (described below). NWSA recently published *The Women's Studies Service Learning Handbook: From the Classroom to the Community*, edited by Jerilyn Fisher and Elaine Reuben. The handbook features 25 essays and case studies by women's studies practitioners. NWSA also publishes lists of more than 350 women's studies programs and centers for research on women. The association will hold its fourth annual meeting, "Feminist Connections Throughout Education," on June 16-20, 1982 at Humboldt State University. Conference topics include multicultural, non-sexist education; lifelong learning; and computer literacy. For conference information write to Phyllis Chinn or Rosalind Ribnick, Women's Studies, Humboldt State University, Arcata, CA 95521.

Oakes, Elizabeth H. and Sheldon, Kathleen E. *Guide to Social Science Resources in Women's Studies*. Santa Barbara, CA: Clio Press, 1978.

The authors provide an annotated listing of books and bibliographies which they believe are useful to faculty teaching and doing research in women's studies. The disciplines listed include anthropology, economics, history, psychology, and sociology. There are also sections on the writings of the Feminist Movement, additional bibliographies, and journals.

Project on the Status and Education of Women (PSEW), Bernice Sandler, Director, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009 (202) 387-1300.

For ten years, PSEW has been monitoring federal statutes, policies, enforcement activities and legal decisions; conducting policy analyses; advising federal officials; and maintaining liaison with other organizations in order to improve or initiate federal and institutional policies that affect women in higher education. The goal of these efforts is the alleviation of problems and issues which negatively affect the status, education, and employment of women in the academic community. In addition to collecting and analyzing information and responding to requests from national, local, and education media, PSEW maintains a resource list and information packets on topics such as Title IX; students, faculty, and administrators; minority women; re-entry women; and rape and sexual harassment. Order forms for these packets are available from the PSEW office.

Reed, Beth, ed. *Proceedings of the Fifth Annual GLCA Women's Studies Conference, Ann Arbor, 1979*. Ann Arbor, MI: GLCA Women's Studies Program, 1980.

"Toward a Feminist Transformation of the Academy" was the title of this November 1979 conference. Keynote speaker Elizabeth Kamarck Minnich discussed the feminist academy in her presentation "Friends and Critics: The Feminist Academy." Minnich described the feminist perspective as having two sides: a critical cast of mind that takes nothing as given or settled for all time and a movement of the heart toward friendship, a relationship between equals. Thus a feminist academy is one which challenges knowledge and critically looks at that knowledge's methods and results. It also allows friends (equals) to raise questions, make selections, and fight for what seems best. In a closing panel discussion moderated by Minnich, Louis Brakeman and Paula Goldsmid spoke about curriculum reform and the feminist curriculum at Denison University and Oberlin College. Also included in the proceedings are selected conference papers including "The Feminist Academy and Third World Women" by Nellice Gillespie-Woltenmade and "Do Contemporary Films Significantly Critique Patriarchy?" by John Schilb. Copies of these proceedings are available for $5 from Beth Reed, GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103. Copies of the 1981 proceedings ("Toward a Feminist Transformation of the Academy-II," $6) and the 1979 proceedings ("The Structure of Knowledge: A Feminist Perspective," $3) also may be ordered.

Spender, Dale, ed. *Men Studies Modified: The Impact of Feminism on the Academic Disciplines*. Elmsford, NY: Pergamon Press, 1981.

The essays in this volume explore how the new research on women affects each of the traditional disciplines. Included are "Methodocracy, Misogyny, and Bad Faith: The Response of Philosophy" by Sheila Ruth; "Women Lost and Found, the Impact of Feminism on History" by Jane Lewis; and "Medicine as Old Husbands' Tales" by Mary Ann Elston. This is the book which is being used by Old Dominion University in its faculty seminars.

Signs: Journal of Women in Culture and Society.

This quarterly journal features research articles, essays, and reviews related to the new scholarship on women. Edited by Barbara Charlesworth Gelpi, the journal was founded in 1975 by Catharine Stimpson. Individual subscriptions are $20; institutional subscriptions are $35. Barbara Chelsworth Gelpi, Editor, English Department, Stanford University, Stanford, CA 94305. Subscription address: *Signs*, the University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637.

Stineman, Esther. *Women's Studies. A Recommended Core Bibliography*. Littleton, CO: Libraries Unlimited, Inc., 1979.

As women's studies librarian for the University of Wisconsin system, Stineman has prepared an extensive annotated bibliography for librarians, faculty members, and researchers interested in books and reports on women's issues. She goes beyond traditional academic listings to include autobiographical and biographical materials and books dealing with abortion, rape, day care, and battered women. This book concludes with author, title, and subject indexes.

U.S. Office of Education. Women's Educational Equity Act Program: Annual Report 1980. Washington, DC: U.S. Government Printing Office, 1981.

This report outlines the legislative history of the Women's Educational Equity Act (WEEA), explains the program's application review and grant award process, summarizes grant awards and contracts made in fiscal year 1980, and lists WEEA publications. WEEA, enacted in 1974, provides support for programs that make positive efforts to ensure sex equity in education. In 1980, WEEA awarded 42 general grants, 11 small grants, and 17 non-competitive continuation grants. General grant projects fall under five priority areas established in the WEEA regulations. These areas are model projects on Title IX compliance, on educational equity for racial and ethnic minority women and girls, on educational equity for disabled women and girls, and on eliminating persistent barriers to educational equity for women. WEEA also awards some activities that fall outside of the five basic categories. The 1981 WEEA Program Annual Report will be available in January, 1982.

Williamson, Jane. *New Feminist Scholarship. A Guide to Bibliographies.* Old Westbury, NY: The Feminist Press, 1979.

Williamson intended this reference work for both the researcher and the feminist activist. Her annotated entries are divided into subject areas such as art and music, education, marriage and the family, third-world countries, and literature. The volume includes a list of publishers' names and addresses.

Women's Studies.

Begun in 1972, this journal includes papers and research articles about women in the fields of literature, history, art, sociology, law, political sciences, economics, anthropology, and the sciences. Some issues also contain book reviews, poetry, and short fiction. The journal regularly devotes issues to a special theme; theme issues have included "Women Artists on Women Artists (Vol. 6, no. 1, 1978), Women in Antiquity (Vol. 8, nos. 1/2, 1981), and Charting Colette (Vol. 8, no. 3, 1981). Individual subscription rates are $24; library and institution rates are $71. Wendy Martin, Editor, Dept. of English, Queens College, CUNY, Flushing, NY 11367. Subscription orders should be sent to Gordon and Breach Science Publishers, Ltd., 4142 William IV Street, London, England WC2 N4DE.

Women's Studies Abstracts.

This quarterly publication began in 1972 and provides abstracts and listings of journal articles on topics related to women, including education and socialization, sports and physical capabilities, history and art, and society and government. Special sections list journal issues devoted to topics in women's studies and where new books have been reviewed. Individual subscriptions are $30; library rates are $60. Sara Stauffer Whaley, Editor-Publisher, *Women's Studies Abstracts*, Rush Publishing Co., Inc., P.O. Box 1, Rush, NY 14543. (716) 533-1251.

Women's Studies International Quarterly.

Readers of this publication will learn about women's studies research from all disciplines, the latest books, and international women's studies symposia. Recent articles include "Women and Science" by Anne Fausto-Sterling and "Toward a rediscovery of 'feminine' principles in architecture and planning" by Margrit I. Kennedy. Edited by Dale Spender, the quarterly may be ordered from the Institute of Education, University of London, 20 Bedford Way, London, WC1HOAL, England for an individual rate of $30, institutional rate of $61, or NWSA membership rate of $20.

Women's Studies Quarterly.

Published by the National Women's Studies Association (NWSA) and The Feminist Press, the *Women's Studies Quarterly* is a journal of information and support for students and teachers of women's studies. Journal articles analyze women's studies trends, report on current efforts to transform the curriculum, and review new publications. NWSA news also is included. The Spring 1981 issue, for example, included such articles as "A Feminist Approach to Sex Education in the High School," "Art by Women Made Accessible Through Slides," and "EMBERS: A Project to Develop Elementary School Readers." NWSA members receive the journal as a benefit of membership.